Ideas for Interaction

**PARTNER:**

Use elbow partners for discussion and/or confirmation of answers

Write answers down first and then compare with another student

Practice flashcards and/or spelling words with a partner

Reading buddies

Peer tutoring

Assign one task to 2 people

Ask 3, then me

Popsicle stick grouping

Clock buddies

Leveled grouping

Choose your own partners

Group high/low together

**SMALL GROUP:**

Think-Pair-Share

Around the world

Memory or concentration games

Small group reading

Science groups – investigations and experiments

Power point game with students broken into teams

Working Centers

Student-chosen learning teams

**WHOLE GROUP:**

Games where everyone must be the speaker at least once

Student-led post lesson activities

Trash can basketball

Inside-Outside circle

Assign text to groups and have them become experts on their assigned portion of the text before reporting back to the class

Interactive math websites (have one person work out the problem while the rest of the class complete the task)

ANSWERS TO QUESTIONS ON THE BOARD

**HOW DO LEARNERS BENEFIT FROM A VARIETY OF GROUPING CONFIGURATIONS?**

Real world problem solving

Get to work with students that can bring more to the table

Higher kids can be a good role model to those who are slightly lower

Kids close to the same level can relate to one another

Student-led teaching takes place

Different partner grouping allows students to hear from various different people

Students get exposed to different ways of thinking

Working with higher students help lower students to succeed

They can see different styles of learning

They can learn from others

They get to see things from a different point of view.

They can share ideas.

When they teach others they can demonstrate mastery of a skill

Other students might be able to explain something in just the right way to help a student “get it.”

Working with a variety of different peers prepares them for the real world when they will have to work with a variety of people

**WHAT TECHNIQUES CAN YOU USE TO ENCOURAGE STUDENTS TO ELABORATE?**

Ask Who, What, When, Where, Why, & How?

Ask the question in a different way.

Facilimanipulate

Ask some prompts or sentence starters

Role playing

Make a “Tell Me More” cue card

Ask more questions and ask in a variety of ways

I say, “I need a deeper answer” or a “4th grade answer – give me more”

Ask more questions

Rephrase the question

Cue cards

More higher order thinking questions

**WHAT CAN YOU DO TO ENSURE SUFFICIENT WAIT TIME?**

“I only have two people that know this?”

“I see that \_\_\_\_\_\_, \_\_\_\_\_\_\_, and \_\_\_\_\_\_\_\_ know the answer. Anyone else?”

“Everyone think for a moment and raise your hand when you have an idea”

“If you’re not participating, the others are getting smarter”

Count to 10

Take a lap around the room

Designate signals for them to show me that they are finished.

Have established rules

“Talk it over with your group. Raise your hand when your group agrees.”

Count 10 – 20 seconds, depending on the subject

Point it out in the book

Count in my head to 10 then say, “let’s ask someone to help you”

Count to 8

Can someone help……

Allow student to “phone a friend” and then tell me the answer